

Observation

4/8/09

During SSR Sally chose the book, *More Spaghetti, I say*. This book is a multiple line, big text book with colorful detailed pictures. She sat down at one of the tables. The majority of the class was sitting in the meeting area on the floor; however, there were some students at the other tables as well. She began to flip through some of the pages looking at the pictures. She began reading in the middle of the book. She mouthed the words and slowly began reading out loud quietly to herself. When she came across an unknown word she would begin to sound out the initial sounds of the word and would either guess the rest of the word or skip to the next page. She skipped to the next page more than trying to decoding the unknown word. She did track her words sometimes, but mostly held the book with both hands. At times she would skip a couple pages at a time. It appeared as if she was not reading the book chronologically.

Also, there were several behaviors Sally showed to avoid this independent reading time. At the beginning of SSR she asked to go to the bathroom, which she does quite frequently throughout the school day. In addition it took 10 minutes for her to choose a book to read. This appears to be ways she avoids times during independent reading. Throughout SSR, she frequently went up to each teacher in the room asking if she could read to them. Finally she found one of the helpers in the classroom, who was a parent that came in to help that day, to read to. Again, this shows her seeking for a teacher's attention, as well as her avoidance to read independently.